SC-1 Continued

Session 4: Collaboration

After reporting on their application assignments from the previous sessions and participating in a "teach back" session on student centered planning, participants and facilitators will turn their attention to collaboration. Facilitators will lead an interactive training session and discussion on best practices for interagency collaboration. The session will include a panel discussion with representatives from a variety of agencies.

Session 5: Pathways to Employment

Participants will begin the day with a module on career clusters and the consideration of labor market information in employment planning. Facilitators will then lead a session on secondary programs for employment preparation that will provide information on what local schools and school systems are doing to prepare their students for employment. We will also discuss how to bring similar programs and activities into the participants' schools. During the afternoon, training and discussion will focus on postsecondary employment programs. The discussion will include a panel of representatives from local postsecondary employment programs.

Session 6: Pathways to Post Secondary Education

This session will begin with the last in the series of training skills modules and "teach back" sessions on pathways to employment. Facilitators will then lead an interactive session on post secondary education options. The session will include a presentation on the variety of options for postsecondary education and training, a panel of representatives from postsecondary education programs, and the opportunity to further research post secondary education options and resources.

Session 7: Independent Living and Parent Communication

After reporting back on application assignments and participating in "teach backs" of the previous session's topics, participants will receive training on options and preparation for independent living. The day will also include a discussion on the role of families in the transition process and best practices in communicating and collaborating with them. This discussion will include a panel of parents and representatives from community living agencies.

Session 8: Assessment and Instruction and Putting It All Together

This last session is a two-day session. On the first day, participants and facilitators will bring all the information gained throughout the series together as they discuss how to put the information into practice at the school level. The interactive sessions will include modules on transition assessment and transition curriculum. There will also be a session on how transition can fit into standards-based instruction. The day will end with "teach backs" of the previous days' sessions.

Session 9:

On the last day, after preparing and participating in a final "teach back" session, facilitators will lead participants through an exercise to review the information that was gained throughout the professional development series. Participants will then develop an action plan to apply what they have learned throughout the series and to share the information with their colleagues.

Special Education Support (SP)

SP-1: Child Find Identification Process

Presenter(s): Annette Thacker, Child Find Identification Specialist/ OSSE

Date(s): December 6, 2011 and February 9, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/rcqmwm/4W

*Note: This is a one-day seminar. Participants choose the day to attend.

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (LEAs) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Special Education and Related Services (Part B).

Participants will ask:

- What does "child with a disability" mean?

- What to do if they know of a child, or adolescent who does not learn easily?

- What happens if a student continues to struggle even with general education supports?

- Who can begin the Child Find process?

- What services may be available through special education?

SP-2: Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms

Presenter(s): Dr. Marilyn Friend, President for the Council for Exceptional Children

Date(s): **January 19, 2012**

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002

Register: http://www.cvent.com/d/dcqmw8/4W

Inclusive schooling is not just about students with disabilities returning to a general education setting. It is imperative that teachers know and implement effective instructional strategies that will help these students succeed. And yet, sometimes the task is daunting: some of these students are reading significantly below grade level, others seem unmotivated, and still others are dependent on intense teacher support.

The purpose of this workshop is to share ideas and strategies for increasing the instructional intensity of solo-taught and co-taught classrooms. The goal is to build on participants' basic understanding of inclusive practices and co-teaching in order to take their instruction to the next level, one that is certain to improve the educational outcomes for students with disabilities as well as typical learners.

Objectives:

At the conclusion of this workshop you will be able to:

1. Review foundational information about co-teaching and related concepts in order to ensure a common vocabulary among implementers and other stakeholders.

2. Explain the vocabulary of instruction in co-taught classes and inclusive schools (e.g., accommodate, modify, supplementary aids and services, universal design for learning, differentiation).

Special Education Support (SP)

SC-2 Continued

will be provided with a roadmap for successfully facilitating the participation, process management, information management, and decision-making skills that are necessary for a productive IEP meeting that focuses on the needs of the child.

Participants will learn:

- IEP Team Process;
- How to develop the IEP;
- What Every Teacher Should Know About IDEA;
- Evaluation and Reevaluation Process, Data Collection and Analysis;
- Extended School Year; and
- Accommodations and Modifications.

3. Differentiate instruction in solo-taught and co-taught classes by addressing:

a. Assessment and planning;

b. Content, materials, and technology;

c. Instructional environment;

d. Teaching practices;

e. Student participation and involvement;

f. Evaluation of student learning;

g. Partnerships among the teachers and other staff members; and

h. Strategies for differentiating to your own solo-teaching or co-teaching situation.

SP-3: Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success!

Presenter(s):	OSSE Division of Special Education
Date(s):	**January 24, 2012 and February 14, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/kcqmwk/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Participants will be provided with the knowledge and skills needed to: guide an IDEA-compliant IEP meeting, broker communication, build agreement, and resolve conflict as IEP teams plan for a child's academic success. IEP teams

SP-4: Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP!

Presenter(s): OSSE Division of Special Education

Date(s): February 15, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/8cqm6x/4W

Goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing goals that address the specific needs of the child are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) goals makes a lot of sense when writing your IEP goals. Well-written goals describe what the child will do, when and how he or she will do it, and what the time frame will be for achieving the goals.

Participants will:

- Learn how to develop measurable goals and objectives;

- Design accurate PLOPs (Present Levels of Performance) based on data sources;

- Create SMART goals for students; and

- Have an opportunity to use data to develop an IEP.

SP-5: Effective IEP Goal Writing and Common Core State Standards Aligned Goals in Reading and Math: Designing The IEP To Address The Students Academic and Behavioral Needs!

Presenter(s): OSSE Division of Special Education

Date(s): March 13 and March 14, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/4cqmw8/4W

*Note- This is a one-day session. Participants must attend both days to gain the most benefit from course content.

IEP content specific common core state standards based goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing specific academic instructional goals that meet the child's educational needs are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) Common Core State Standards based, aligned IEP goals makes a lot of sense when writing your IEP goals. Well-written goals describe what the child will do, when and how he or she will do it, and what the time frame will be for achieving the goals.

- Participants will learn how to develop common core state standards based aligned measurable goals and objectives in reading and math, design accurate PLOPs (Present Levels of Performance) based on reading and data sources, and create SMART goals for students.

- Participants will have an opportunity to use data to develop an IEP.

Special Education Support (SP)

SP-6: Least Restrictive Environment and Inclusionary Practices: Planning for Student Success!

Presenter(s): OSSE Division of Special Education

Date(s): May 18, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/2cqmwk/4W

The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for them. The spirit of this requirement is to ensure that children are not unnecessarily removed from the regular classroom or isolated from other non-disabled children of their age. LRE decisions are made based on children's learning needs and vary from child to child. IDEA also requires that schools provide a full continuum of services ranging from regular classrooms with support to special classes and special school placements as needed.

Participants will learn:

- The historical basis of LRE and inclusion and why inclusive education is critical for learners with disabilities;
- The legal mandates regarding LRE and how those relate to inclusionary practices;
- Specific techniques for including students with IEP's in their least restrictive environments. (This section will cover effective classroom practices, researched teaching strategies that have positive effects on student learning (Marzano, et al.), Universal Design for Learning, and Co-teaching; and
- Specific techniques for active, positive engagement of parents and families in the education of their students with disabilities.

SP-7: ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment!

Presenter(s): OSSE Division of Special Education

Date(s): May 14, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/2cqmrc/4W

This seminar focuses on the school experience for students with ADHD. Studies found that students with ADHD, compared to students without ADHD, had persistent academic difficulties that resulted in the following: lower average marks, more failed grades, more expulsions, increased dropout rates, and a lower rate of college undergraduate completion (Weiss & Hechtman as cited in Johnston, 2002; Ingersoll, 1988). The disruptive behavior sometimes associated with the disorder may make students with ADHD more susceptible to suspensions and expulsions.

Participants will learn:

- The core symptoms of ADHD;
- How to design highly structured and effective lessons to engage students with ADHD;
- Techniques to address classroom behavior disruptions through the use of positive and proactive behavior strategies; and
- Strategies to engage parents in the behavior intervention plan process to ensure behavior support intervention consistency in school and at home.

Special Education Support (SP)

SP-8: Student Learning Disabilities and Classroom Success: Creating Classroom Environments That Support The Instructional And Behavioral Needs Of All Students—Achieving Success!

Presenter(s): OSSE Division of Special Education

Date(s): May 24, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/pcqm7x/4W

This seminar provides research-based instructional strategies and support for students classified as having a learning disability. A learning disability can cause a student to struggle with learning and mastering certain grade level skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

Participants will learn to:

- Define and identify specific student learning disabilities;
- Describe characteristics of a student with a learning disability;
- Summarize types, prevalence and causes of learning disabilities;
- Describe assessment and diagnosis of learning disabilities;
- Describe educational placement alternatives and accommodations; and
- Understand highly effective research-based instructional strategies for students with learning disabilities.

SP-9: Universal Design for Learning: Designing Classroom Environments That Work For All Students!

Presenter(s): OSSE Division of Special Education

Date(s): June 8, 2012

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/qcqm63/4W

Universal Design for Learning (UDL) is a framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning. As any educator knows, students come to the classroom with a variety of needs, skills, talents, and interests. For many learners, the typical curriculum—which includes goals, instructional methods, classroom materials, and assessments is littered with barriers and roadblocks, while supports are relatively few. Faced with an inflexible curriculum, students and teachers are expected to make extraordinary adjustments. UDL turns this scenario around, placing the burden to adapt on the curriculum itself. Educators, including curriculum and assessment designers, can improve educational outcomes for diverse learners by applying the following principles to the development of goals, instructional methods, classroom materials and assessments.

UDL Principles:

- Provide multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge;
- Provide multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned; and
- Provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them to learn.

1. How do I register?

You must submit a registration application online by selecting the registration link of the training you wish to attend. If you have trouble accessing the link, please copy and paste the link or type it directly into the URL on your web browser. Only online registration applications completed via the links will be accepted. Please make sure you register using the correct link. After submitting an application, you will receive a confirmation that submission was received. Please do not re-register. You will receive the admission decision via e-mail. Substitutions are not allowed. Please note the registration timelines.

2. What is involved in the application review process? How do I know if I was admitted?

Acceptance to the sessions and seminars is not on a first-come-first serve basis. Each application is reviewed by the Division of Special Education. Priority is given to local education agencies in the District of Columbia. Applicants will be notified of acceptance to the session/seminar via e-mail.

3. Who do I contact if I have a question about a session, or need to cancel my registration?

E-mail **osse.tta@dc.gov**. You will receive an automatic response frequently asked questions and any current updates. Issues that are not resolved by the auto-reply will receive a response within 24 hours or the next business day.

4. Who may attend the trainings?

The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, and school personnel.

5. Where is the training located?

All trainings take place at Office of the State Superintendent of Education, 810 First Street NE, 3rd Floor Grand Hall, Washington, DC 20002, unless otherwise stated. OSSE is Metro accessible via the Union Station Metro Station. For Metro directions, visit www.wmata.com. Several paid parking lots in addition to 2-hour metered spots are located near the building.

6. Will I receive a certificate showing the number of Professional Learning Units earned?

Participants who complete DSE training will earn Professional Learning Units (PLUs) that may be applied to a District of Columbia educator's license. Participants will receive a certificate of training as proof of the PLUs earned. Completing a DSE training means timely arrival to the training, attendance at the entire session, and completion of the online survey(s) within 5 business days of it being mailed. Participants will be required to sign in and out of each session.

IMPORTANT NOTES:

- Participants must arrive within 15 minutes of the start time to receive a certificate. If you are more than 15 minutes late to the training, you will not be allowed to attend. There are no exceptions to this policy.

- Registration will close 3 business days prior to the date of the training. For example, registration for a training that takes place on October 14, 2011 will close on October 11, 2011 at 12:00 am.

- For closings or delays due to inclement weather, OSSE will follow the DC Government schedule which is posted on **www.dc.gov** and on the local news stations. OSSE does not follow DC Public Schools' (DCPS) inclement weather policy for closings or delays. For 1 or 2 hour delays, please check your email prior to attending the training for information regarding the schedule.

- We will open the registration link for each scheduled training engagement 45 business days prior to the start of the event.
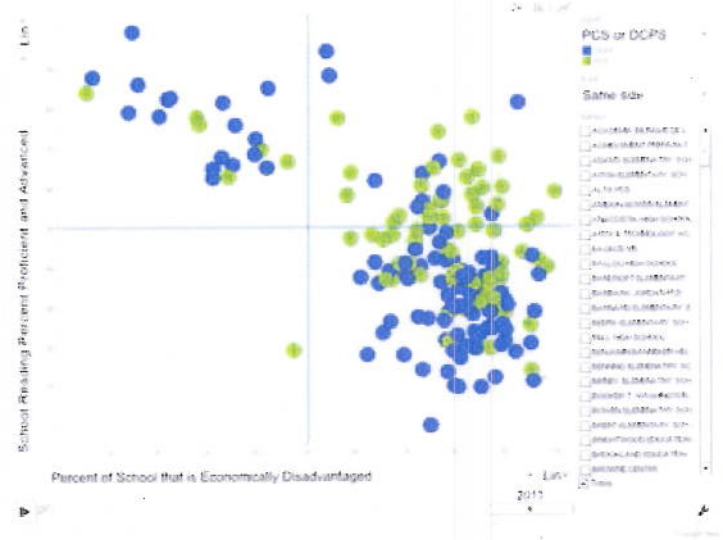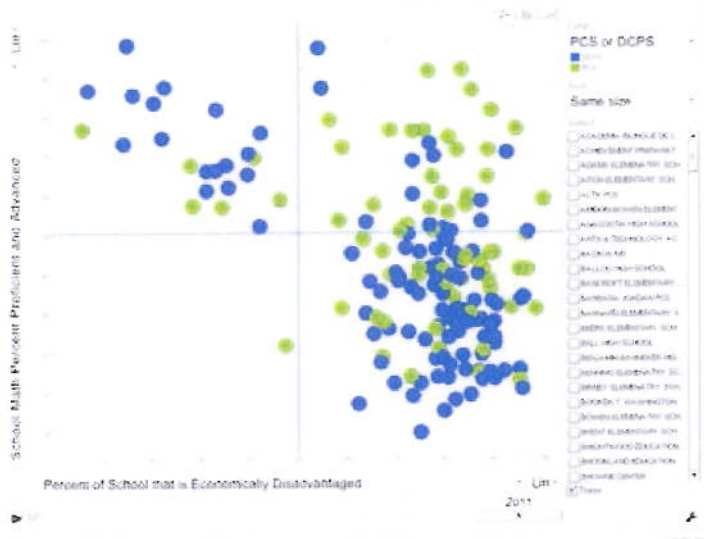
ATTACHMENT 13

DCCAS Performance Over Time

Percent Proficient Reading 2006

Percent Proficient Reading 2011

Percent Proficient Math 2006


Percent Proficient Math 2011

FOCUS

395

What is Adequate Yearly Progress (AYP)?

AYP is the key measure of public school academic success under the federal law called the No Child Left Behind Act (NCLB). To "make AYP" a school must demonstrate proficiency in all student subgroups: white, Asian/Pacific Islander, African American, Hispanic, limited English proficient, economically disadvantaged, and special education. A school makes AYP when it meets the target for the percentage of students in all subgroups that score "proficient" or "advanced" on the state test or when the number of students who are not proficient in a subgroup decreases by 10% (referred to as "Safe Harbor").

Why is AYP a poor school performance measure?
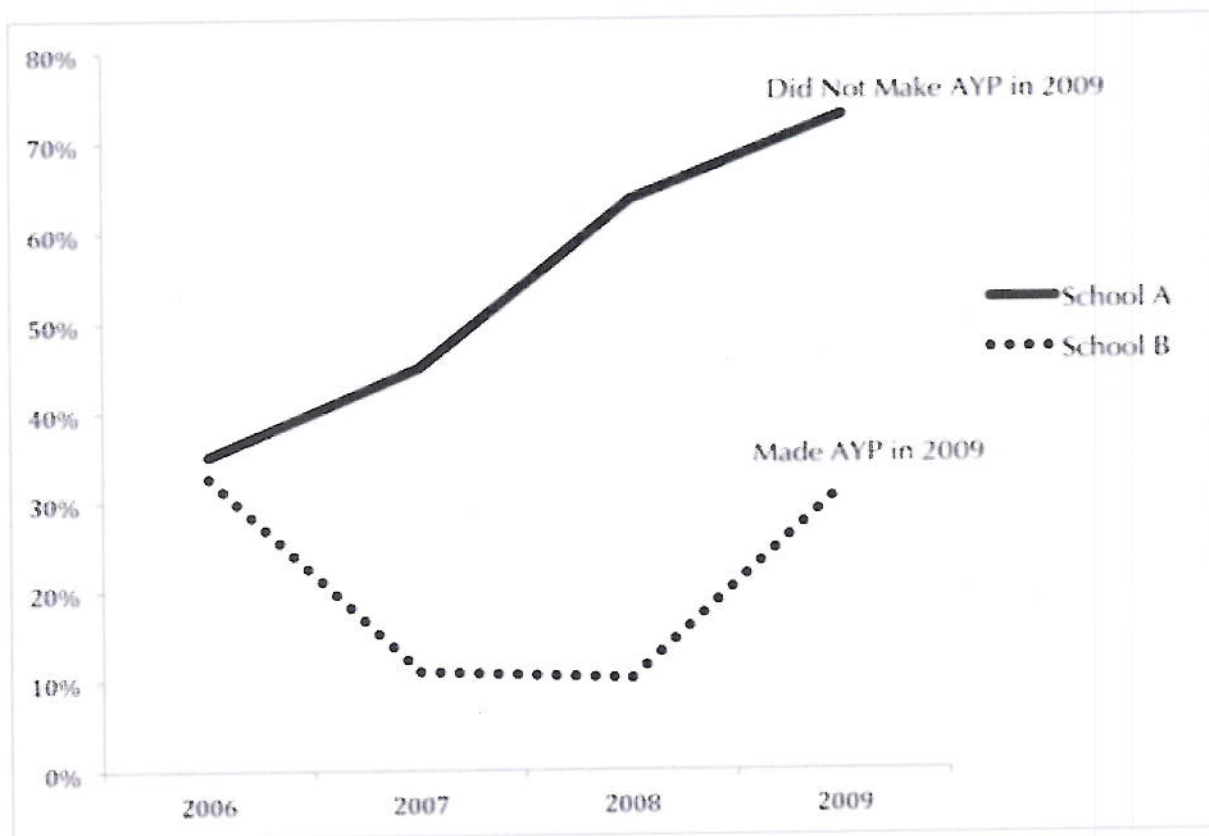
This graph shows that 73% of the students at the solid-lined school scored proficient or advanced, vs. 31% at the dotted-lined school. But while the low-performing school made AYP through Safe Harbor, the high-performing school "failed" because one student subgroup missed the 2009 AYP target. This is a common occurrence; in any given year, schools with fewer than half of their students scoring proficient or advanced "make AYP" through Safe Harbor, while schools that are much closer to getting every child to proficiency do not.

FOCUS
FRIENDS OF CHOICE IN URBAN SCHOOLS

AΞI

Education Outlook

Choice without Options: Why School Choice Is Less Than It Seems in Washington, D.C.

By Mark Schneider and Naomi Rubin DeVeaux

Every summer, an increasingly common event occurs across the country—parents open a letter explaining that their child's school is failing to meet benchmarks set under the federal No Child Left Behind Act (NCLB)[1] and that, as a result, they have a right to send the child to another public school, if space is available. In the summer of 2009, letters went out to parents of children in more than one hundred District of Columbia public schools (DCPS) and D.C. public charter schools that did not make adequate yearly progress (AYP). This Outlook examines the choices available to those families and shows that while around twelve thousand students transferred schools that year, almost three-fourths made a school choice that can be described as choosing the bad over the worse or the unknown over the known.

Washington, D.C., has an environment that, on the surface, is ripe with school choice. Last year, 70 percent of all public school students attended a school other than their zoned neighborhood school; nearly 40 percent attended public charter schools and another 30 percent attended selective magnet schools or traditional public schools using the out-of-boundary application process. Residents of D.C. can apply to more than ninety public charter schools and more than one hundred DCPS. All public charter schools must accept applications from any D.C. resident, and DCPS must accept applications from out-of-boundary students for excess seats not filled by neighborhood children. If the number of students applying in either case exceeds the number of available seats, a lottery is held to determine which students may enroll.

Despite this environment of school choice, parents in D.C. face fierce competition to enroll their children in one of the city's few "higher proficiency" public schools:[2] only 29 percent of students in D.C. who chose a new school for the 2009–2010 school year enrolled in a higher-proficiency school. The vast majority ended up in schools that were low performers or were of unproven quality.[3]

Key points in this *Outlook*:

- In choosing schools for their children, D.C. parents confront fierce competition and poor information on their options.

- Fewer than one-third of all students who chose a new school in 2009–2010 enrolled in a "higher proficiency" school.

- Changes to the Elementary and Secondary Education Act can help remedy this situation by encouraging innovative charter schools and requiring schools to publish relevant performance data.

Mark Schneider (mark.schneider@aei.org) is a vice president at American Institutes for Research and a visiting scholar at AEI. Naomi Rubin DeVeaux (ndeveaux@focusdc.org) is the director of school quality for Friends of Choice in Urban Schools (FOCUS).

What Is a Desirable School?

The Limitations of AYP. Like every city throughout the United States, D.C. has some excellent schools, some dismal schools, and many mediocre schools. D.C. administers the District of Columbia Comprehensive Assessment System (DC CAS) to students in grades three through eight and ten in both math and reading and uses the results to determine AYP. The AYP system was designed to hold schools accountable to high standards for all students, and it helps expose achievement gaps within a school. But AYP is an imperfect measure of school quality. Because of quirks in the law, some lower-proficiency schools can make AYP, while high-performing schools are denied AYP based on sluggish growth in a single student-population subgroup.

To make AYP, a school must demonstrate proficiency across all student subgroups: African American, Asian, white, Hispanic, English language learners, disabled, and low socioeconomic status. However, a school can also make AYP through a provision in NCLB called "Safe Harbor" if it reduces the number of students who do not score proficient or advanced by 10 percent or more. These two ways of making AYP can lead to "apples to oranges" comparisons of school achievement, as demonstrated in figure 1.

Public charter schools are providing higher-proficiency options, but access is limited.

Figure 1, based on data from two different D.C. schools, shows that in 2009 73 percent of the students at school A scored proficient or advanced versus 31 percent at school B. But while the lower-proficiency school made AYP through Safe Harbor, the higher-proficiency school "failed" because one student subgroup missed the 2009 AYP target. This is a common occurrence; in any given year, schools with fewer than half of their students scoring proficient or advanced make AYP through Safe Harbor, while schools that are much closer to getting every child to proficiency do not.

FIGURE 1

PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED ON DC CAS, 2006–2009
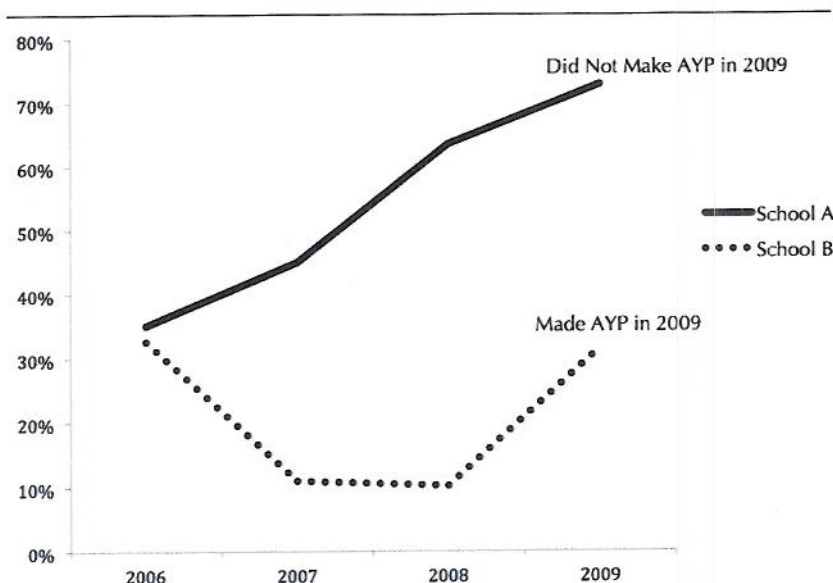
SOURCE: FOCUS, "School Quality Dashboard," available at www.focusdc.org/index.php?option=com_content&view=article&id=436&Itemid=2000 (accessed November 30, 2010).

AYP is clearly not the best indicator of school quality. Therefore, to analyze parents' choices, we looked at schools using two diagnostic questions: "Is the school performing better than the average school?" and "Is the school improving its performance over time?" We developed a metric that takes into account both recent performance and improvement across four years.[4]

Using these two criteria, we labeled schools as "higher proficiency" or "lower proficiency" based on DC CAS student-proficiency data. Schools are measured both by status (the percent proficient in 2009) and growth (the change in percent proficient from 2006, the first year the DC CAS was administered, to 2009). To be considered higher proficiency, a school needed to exceed both the combined charter/district average status (45 percent) and the charter/district average sum of status and growth (60 percent).[5] See table 1 for examples.

Figure 2 is a graphic representation of how we identified higher-proficiency schools. The schools in the upper right quadrant outperformed the charter/district average both in 2009 DC CAS percent proficient and in growth in percent proficient since 2006; all of these schools are labeled "higher proficiency." The schools in the upper left quadrant had higher-than-average performance on the 2009 DC CAS, but lower-than-average growth; only

TABLE 1
DC CAS STUDENT PROFICIENCY DATA, 2006–2009

School	2006 DC CAS Percent Proficient	2009 DC CAS Percent Proficient	Status	Growth (Percent)	Sum of Status and Growth (Percent)	Is Status Above 45 Percent?	Is Sum Greater Than 60 Percent?	Designation
A	46	72	72	(72 – 46) = **26**	(72 + 26) = **98**	Y	Y	Higher Proficiency
B	35	44	44	(44 – 35) = **9**	(44 + 9) = **53**	N	N	Lower Proficiency
C	15	44	44	(44 – 15) = **29**	(44 + 29) = **73**	N	Y	Lower Proficiency
D	56	51	51	(51 – 56) = **-5**	(51 + -5) = **46**	Y	N	Lower Proficiency

SOURCE: Office of the State Superintendent, "Assessment and Accountability in the District of Columbia," available at www.nclb.osse.dc.gov (accessed November 30, 2010).

schools above the dotted line (representing 60 percent combined 2009 proficiency and 2006–2009 growth) were designated as "higher proficiency." Other schools below the dotted line were labeled "lower proficiency."

In addition to these two categories, schools with less than four years of testing data were labeled "undetermined proficiency." We excluded schools that only have non-diploma-track GED programs, serve only special populations of students, or are selective high schools requiring an admissions exam. Table 2 summarizes the distribution of schools across these categories.

Defining Choice. To track what choices students made, we used three D.C. data sets:

- Audited enrollment for DCPS and public charter schools, October 5, 2009;

- Audited DCPS out-of-boundary lottery initial results, 2009–2010; and

- Unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010

FIGURE 2
PROFICIENCY DESIGNATIONS
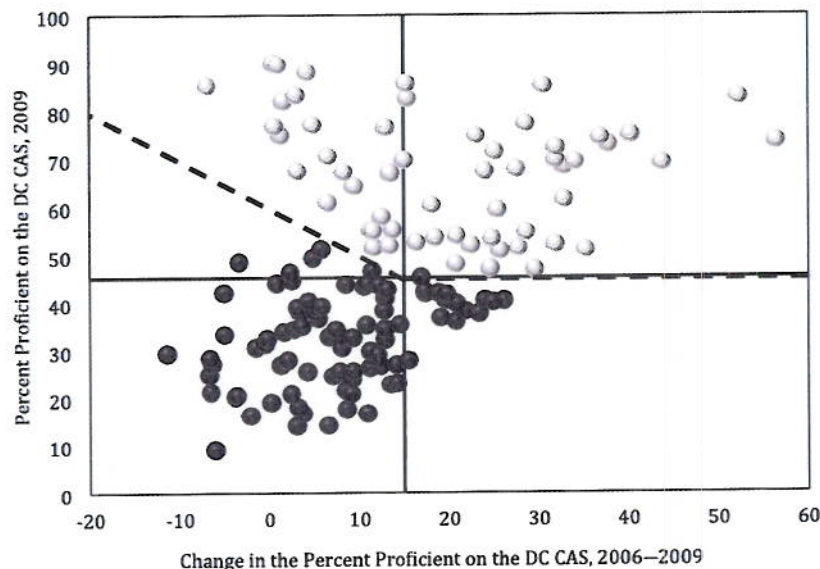
Source: FOCUS, "School Quality Dashboard," available at www.focusdc.org/index.php?option=com_content&view=article&id=436&Itemid=2000 (accessed November 30, 2010).

For DCPS, any out-of-boundary student granted admission to a school in the February 2009 lottery was counted as a newly admitted student. For public charter schools, lotteries are not audited, and there is no central database of lottery results. To determine the number of newly enrolled public charter school students, we subtracted the number of re-enrolled students from the number of enrolled students. Any student who was

TABLE 2

NUMBER OF D.C. PUBLIC CHARTER AND TRADITIONAL SCHOOLS, BY PROFICIENCY DESIGNATION, 2006–2009

Proficiency Designation	Proficiency Characteristics	Number of D.C. Public Charter Schools	Number of Traditional DCPS	Number of Students
Higher Proficiency	More than 45 percent proficient (state average) on 2009 DC CAS AND Change in percent proficient from 2006 to 2009 plus percent proficient in 2009 is greater than 60 percent.	19 (20 percent)	39 (29 percent)	23,416 (32 percent)
Lower Proficiency	Less than 45 percent proficient (state average) on 2009 DC CAS OR Change in percent proficient from 2006 to 2009 plus percent proficient in 2009 is less than 60 percent.	21 (22 percent)	64 (47 percent)	29,226 (40 percent)
Undetermined Proficiency	School does not have testing grades OR School did not report all four years of DC CAS data (recently opened or temporarily closed).	50 (52 percent)	4 (3 percent)	10,056 (14 percent)
Excluded Schools	Non-diploma-track GED programs OR Schools exclusively serving special populations of students OR Selective schools requiring an admissions exam OR High school completion/GED programs	6 (6 percent)	29 (21 percent)	10,013* (14 percent)

* Includes adult students and special-education students who are not assigned to a grade from all four categories.
SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

enrolled in the same public charter school local education agency was counted as re-enrolled.

The Results. Fewer than one-third of all students who chose a new school for the 2009–2010 school year enrolled in a higher-proficiency school. When students do not get into a higher-proficiency school, they are forced to choose schools with no track record of success or with lower proficiency results. As is evident in figure 3, the most common choice was to attend a public charter school of unknown proficiency. The second most common choice was a lower-proficiency public charter school. Together, these represent half of all choices made last

year and show that parents are betting that public charter schools will provide a better education than their neighborhood school.

"Hunting Season"

Grade by grade, public charter schools offer roughly twice as many higher-proficiency choices for students across the city than the out-of-boundary slots available to the same kids at traditional schools. Without charter schools, hundreds of economically disadvantaged and minority students would not have any chance at a slot in a higher-proficiency school.
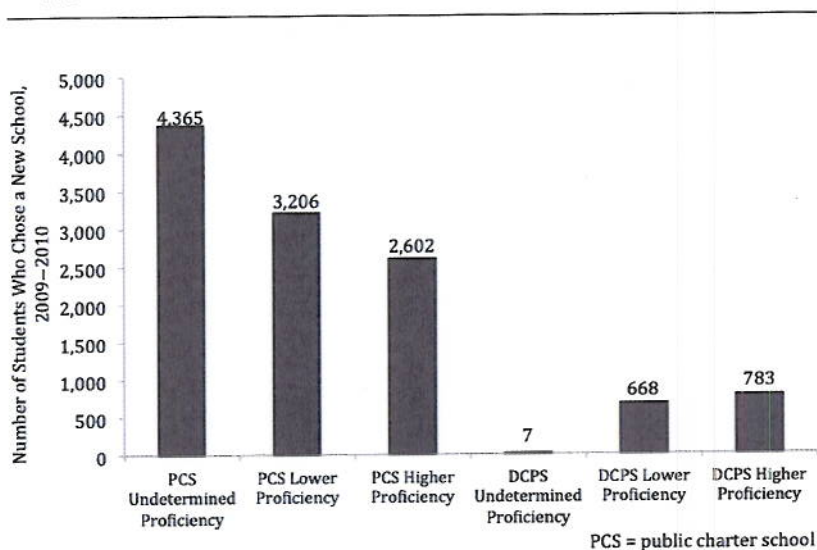
However, slots at higher-proficiency schools fill up quickly—and early. D.C. has a "hunting season" when savvy parents apply to schools for their children by completing DCPS out-of-boundary applications and public charter school applications. In 2009, the hunting season occurred long before tens of thousands of D.C. parents received AYP failure letters in August; DCPS held its out-of-boundary lottery six months earlier, in February 2009, and thirteen out of nineteen higher-proficiency public charter schools had an explicit application deadline before August. Almost every parent spurred by the AYP failure letter to look for a new school in August had to settle for a lower-proficiency school or one without a track record of success.

Not surprisingly, there are more seats available in preschool, sixth grade, and ninth grade—the entry grades to elementary, middle, and high school—than in other years. Since not many students choose to leave a higher-proficiency school before graduation, other grades have significantly fewer seats filled by new students transferring to the school.

As shown in figure 4, the peak entry point for higher-proficiency public charter schools and DCPS is the preschool level—nine of the nineteen higher-proficiency public charter schools and thirty-five out of thirty-nine DCPS have preschool grades. By kindergarten, the number of students admitted dropped by 60 percent. Only 15 percent of higher-proficiency kindergarten seats (287 out of 1,926) were awarded to new students. When students reach age five, the doors to higher-proficiency schools are already slamming shut.
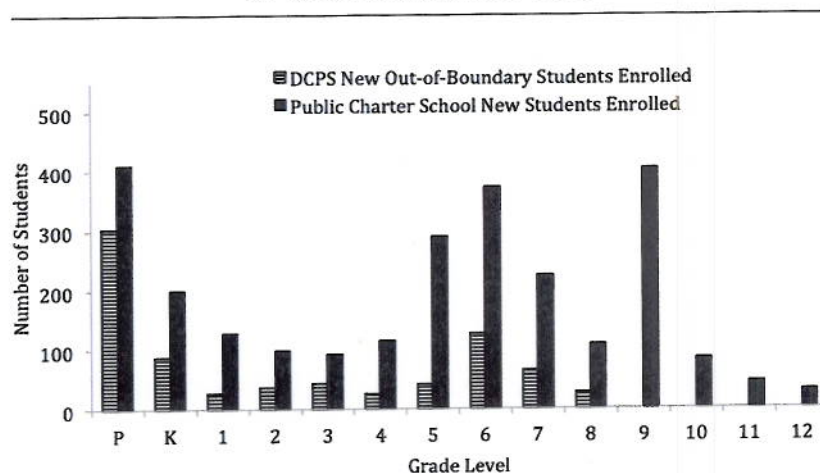
In the middle school years—grades five through eight—public charter schools provided more options for students to transfer into a higher-proficiency school than DCPS did: 79 percent of students in these grades who

chose a new higher-proficiency school chose a public charter school.

Importantly, the only openings in higher-proficiency high schools are at public charter schools. There is only one higher-proficiency nonselective DCPS high school (Wilson), and there were no open seats in any grade in

FIGURE 3

NUMBER OF STUDENTS CHOOSING A NEW SCHOOL, BY PROFICIENCY

SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

FIGURE 4

NUMBER OF NEW STUDENTS ATTENDING A HIGHER-PROFICIENCY SCHOOL OF THEIR CHOICE, 2009–2010

SOURCE: Authors' calculations based on audited enrollment for DCPS and public charter schools, October 5, 2009; audited DCPS out-of-boundary lottery initial results, 2009–2010; and unaudited re-enrollment numbers from the Public Charter School Board, 2009–2010.

the February 2009 lottery. By contrast, the four higher-proficiency public charter high schools provided 564 available seats for students, mostly in the ninth grade (404). A total of only forty-five eleventh graders and thirty twelfth graders were admitted to a higher-proficiency public charter high school, and 84 percent of them were admitted to one school—Friendship Collegiate Academy—which accepts students regardless of grade level.

Clearly, public charter schools are providing higher-proficiency options, but access is limited in nonentry grades. This problem has wide-ranging consequences and is likely to get worse; there is a trend of higher-proficiency charter schools creating their own pipeline, drawing students from their own elementary school to middle school to high school. To the extent this happens, there will be a further reduction in access to higher-proficiency seats for nonpreschool students.

As D.C. tries to attract more families back to the city with improving schools, parents with children older than four years of age will have to think twice, given the limited options to enroll their children in a quality school.

Conclusion

D.C. offers considerable school choice, but without many options. As a result, parents are forced to bet on their child's education in lotteries and untested schools. As witnessed in the popular movie *Waiting for Superman* and studies in other cities such as Denver, St. Louis, and Milwaukee, this is a problem found across the country. For school choice to work as it should, the United States needs to radically expand its supply of high-quality schools. The federal government has the opportunity to help states do this when it reauthorizes the Elementary and Secondary Education Act (ESEA).

First, the federal government should redesign the federal charter school program to better support changes in state policies that encourage the creation of high-quality charter schools. For example, incentives should be included in the federal charter school programs to reward states that provide equitable funding to all public schools—at present, charter schools receive considerably less than traditional public schools.[6]

Second, ESEA could help break the longstanding roadblocks that charter schools now face when seeking high-quality facilities. For example, the government could reward states that have laws ensuring charter school access to surplus public school buildings or underused space in operating school buildings. ESEA could also encourage states to experiment with more aggressive ways of helping charter schools find and finance facilities. The federal government might support states in creating charter school facility authorities modeled after state dormitory authorities. Just as these dormitory authorities use the bonding authority of the state to help their public universities build dormitories, a charter school facilities authority could help charters pay the costs of buildings. This could ease one of the most common and persistent problems that charter schools face at startup and as they seek to grow.

D.C. offers considerable school choice, but without many options. Parents are forced to bet on their child's education in lotteries and untested schools.

Third, the data clearly show that parents are willing to send their children to new and even low-performing public charter schools over their designated neighborhood schools—often because of the charter schools' innovative approach to education. To ensure that schools are encouraged to try new educational approaches, federal programs requiring state or local education agency standardization (including a potential reauthorized Race to the Top) need to respect charter school autonomy. The government should, therefore, refrain from demanding that existing charter schools adopt current "best practices," and a significant focus should remain on creating new charter models.

Finally, the federal government should encourage states not just to publish school performance data, as is the case with the current school report card required by NCLB, but to make the data "actionable": the reports should allow parents to make apples-to-apples comparisons among all types of schools, charter and traditional. These reports should be easy to read but still take into account the complexities that make schools different, such as student demographics, size, and educational focus. This actionable school-performance information should be released at a time when decisions can still be made—not after school choice application processes have ended—and updated when new information is released.

Notes

1. A school fails to make adequate yearly progress (AYP) by not meeting state-defined benchmarks on attendance, graduation, or proficiency in reading and math for the whole school or one or more subgroups of test takers. Schools that have failed to make AYP for two consecutive years are assigned a "school improvement status" until they make AYP for two consecutive years.

2. We define "higher proficiency" below.

3. This percentage is in line with studies in Denver, St. Louis, and Milwaukee. See IFF, *Locating Quality and Access: The Keys to Denver's Plan for Educational Excellence* (Chicago, IL, 2010), available at www.iff.org/resources/content/3/4/documents/ Denver%20Locating%20Quality%20and%20Access%202010 .pdf (accessed November 30, 2010); IFF, *Public School in St. Louis: Place, Performance, and Promise* (Chicago, IL, July 2009), available at www.iff.org/resources/content/3/4/documents/STL-Place-Performance-Promise.pdf (accessed November 30, 2010); and IFF, *Choosing Performance: An Analysis of School Location*

and Performance in Milwaukee (Chicago, IL, 2010), available at www.iff.org/resources/content/3/0/documents/MRR.pdf (accessed November 30, 2010).

4. The data for this analysis can be found on the School Quality Dashboard, an interactive database created by FOCUS to compare schools' performance on the DC CAS from 2006 through 2010. See FOCUS, "School Quality Dashboard," available at www.focusdc.org/index.php?option=com_content&view =article&id=436&Itemid=2000 (accessed November 30, 2010).

5. We did a sensitivity analysis changing the 60 percent threshold to 55 percent and 65 percent and found that only three out of 143 schools changed their category.

6. See Center for Education Reform, "Charter School Funding," available at http://edreform.com/charter_schools/ funding (accessed December 13, 2010); and Chester E. Finn Jr., Bryan C. Hassel, and Sheree Speakman, "Charter School Funding: Inequity's Next Frontier," Thomas B. Fordham Institute, August 24, 2005, available at www.edexcellence .net/discards/charter-school-funding.html (accessed December 13, 2010).

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E.L. HAYNES
PUBLIC CHARTER SCHOOL

To: Capital One Colleagues

From: Jennie Niles, Founder and Head of School

Date: February 21, 2011

Re: AYP Status and Consequences

"What does it mean to say a school or LEA does not meet AYP this year? A school or LEA that does not meet AYP should not be labeled as failing. The designation of not meeting AYP signals that, based on a number of indicators, the school or LEA is not on track for all students meeting the state standards for student achievement by the target year of 2014. The school or LEA as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup."

- *An excerpt from page 3 of the Assessment and Accountability Manual of District of Columbia Office of the State Superintendent of Education and posted on the OSSE website about AYP*
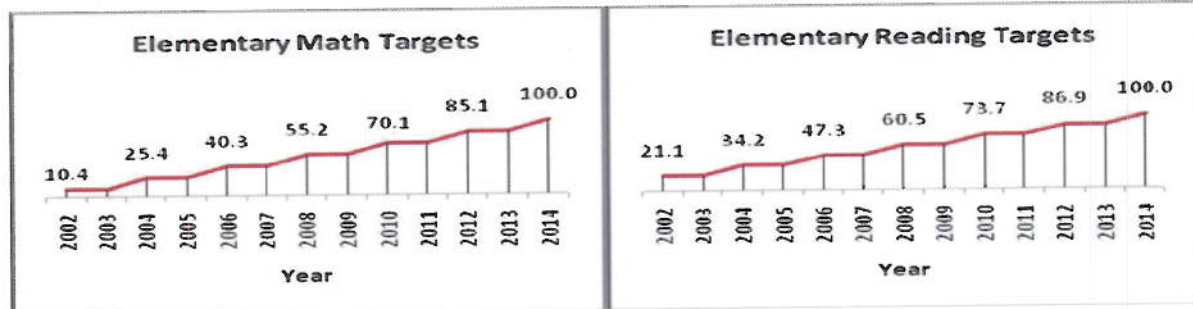
While E.L. Haynes has seen dramatic academic gains of 39 percentage points in math and 26 percentage points in reading over the past four years – outstripping the DC's gain of 16 percentage points and 7 percentage points handily – we have only intermittently made AYP in each subject with every subgroup.

This memo hopes to highlight two key factors in considering the importance of AYP when determining whether to lend funds to a public charter school in DC. The first factor is the limitations in how AYP is determined in DC which suggests that other measures must be used to evaluate a school's performance. The second factor is that only the DC Public Charter School Board can close a public charter school in DC; the Office of the State Superintendent does not have the power to revoke a charter agreement, but only monitor the consequences in NCLB.

Factor 1: The limitations of how AYP is determined in DC

In accordance with No Child Left Behind, each state was mandated to set up an assessment system to measure students' reading and math proficiency. The law stipulated that 100% of students must be proficient in both subjects by 2013-14. NCLB directed states to define each school's Adequate Yearly Progress (AYP) toward reaching the goal of 100% proficiency; DC did this by taking the difference between the starting level of proficiency and the goal of 100%; dividing the difference by the number of years to get there; and making that amount the increase in adequate yearly progress. Thus, the AYP target for DC schools increases every two years by approximately 13 to 15 percentage points in reading and math. (See below.)

WHAT EVERY PUBLIC SCHOOL
COULD AND SHOULD BE

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Elementary Math Targets: 10.4 (2002), 25.4 (2003), 40.3 (2004), 55.2 (2005), 70.1 (2006), 85.1 (2007), 100.0 (2014)

Elementary Reading Targets: 21.1 (2002), 34.2 (2003), 47.3 (2004), 60.5 (2005), 73.7 (2006), 86.9 (2007), 100.0 (2014)

In order to make AYP, a school needs to have every subgroup meet the target or make "safe harbor" which is the reduction of students in that subgroup not making AYP by 10 percentage points. This enables schools which are making progress towards AYP with subgroups to be credited with the improvement in the subgroup's score. A school must also meet the exam participation threshold and attendance targets for each subgroup as well.

In DC for 2009-10, only 12 elementary schools out of 130 DCPS and public charter schools made AYP, only 7 of which met the targets in every subgroup without safe harbor.

While the intent behind holding schools accountable for all students is extremely important, NCLB did not take some key considerations in determining how states would need to calculate AYP. First and foremost, since AYP does not look at the growth of individual students, schools that take in new students, especially significant numbers of new students, who are below or severely below grade level, have a much harder task to meet AYP then their counterparts who take in few new students from year to year. Because E.L. Haynes is expanding, we have admitted approximately 150 new students every year since we've opened. The majority of these students have come to us academically behind. And while we know we will catch these students up, six to eight months is not enough time to get enough of them on grade level. Looking at our remarkable growth in percentage proficient and our three-time win of a silver EPIC award for student growth demonstrate the excellence of our educational model.

Second, making AYP can rest on the scores of just one or a few students in a school which serves hundreds of students. We made AYP in 2008 which meant that if we made AYP in 2009, we would no longer be in any NCLB category. In 2009, however, we reached AYP or safe harbor for every subgroup except for students with special needs in reading. But missing AYP in this subgroup wasn't just frustrating because we couldn't reset the NCLB clock, but it was particularly frustrating because the guidelines for giving students with special needs the reading exam changed in February, less than 2 months before the test. Over half of our students taking the reading test were affected negatively by this change. While the change is a good one over the long-term, not having time to prepare the

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students sufficiently to do without this accommodation meant we missed AYP in 2009 because of the performance of fewer than ten students which in turn sent us into corrective action for reading rather than having made AYP.

Factor 2: DC PCSB is the only entity that can shut a charter school down

The governance of DC public charter schools is unique. DC Public Charter School Board is the authorizer of all public charter schools in DC, and thus is the only entity that can open or close a DC public charter school. Because public charter schools receive federal funds and because they serve DC students, the Office of the State Superintendent of Education monitors public charter school's use of federal monies, administers the state-wide assessment, and sets the academic standards in so far as the education reform act allows. Thus, OSSE functions as the State Education Agency (SEA) for NCLB in DC which includes all aspects of determining and monitoring AYP and any remedial measures required by NCLB.

The most severe remedial measure that OSSE can require of a public charter school is that it implements a restructuring plan in alignment with NCLB. "In addition to the school improvement and corrective action steps, the LEA must create a plan for restructuring that will take at least one of the following restructuring actions: 1) reopen school as public charter school, 2) replace all, or most of, the relevant staff, 3) contract with another agency to run the school, 4) have the State take over the school, or 5) make other major restructuring reforms." (Page 27 of the Assessment and Accountability Manual of District of Columbia Office of the State Superintendent of Education) Given that only DCPCSB can open or close a public charter school, the first and fourth option are not possible in DC. And the fifth option was designed to give OSSE and other SEA's the flexibility to address individual situations with specific schools. For instance, if E.L. Haynes continued to be one of the highest performing schools in DC, it seems most likely that if E.L. Haynes went into restructuring OSSE would use its discretion in 5) above so that we would not be forced to change the program that has been so successful, especially when the measure that labeled us needing restructuring is so flawed given our continuous growth.

Next Steps

There are many DC officials from OSSE, DCPCSB, and other organizations ready and willing to speak with anyone at Capital One about the impact of sanctions related to NCLB on a public charter schools because they do not see it as a major factor in determining whether to lend to a school or not. They see this as an important issue not just for E.L. Haynes, but for all public charter schools seeking facilities financing in DC. Please let Dwight or me know if and when you'd like to speak with any of them further.
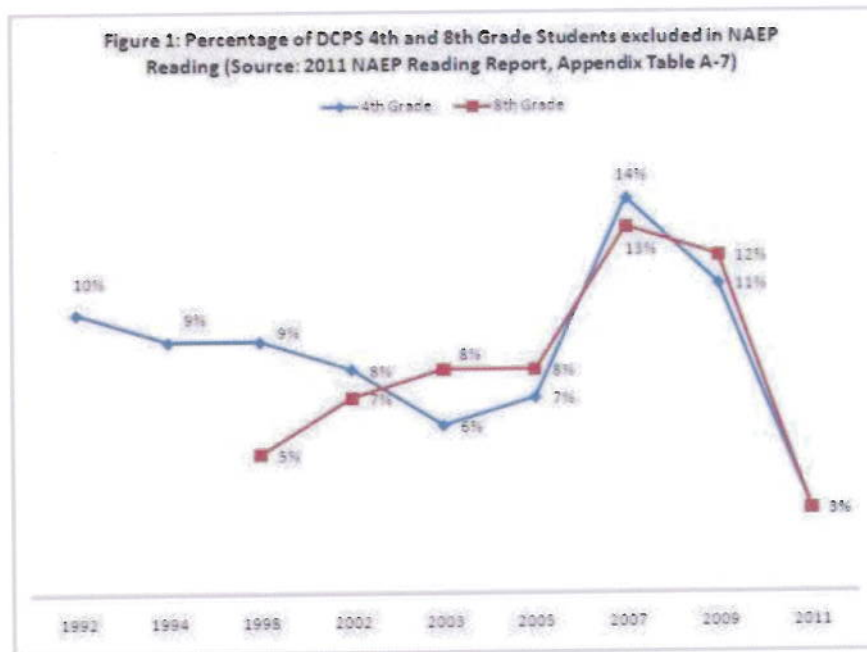
A Closer Look at DC NAEP Scores

(Guest Post by Matthew Ladner)

A few months ago, I provided a quick analysis of DCPS NAEP scores under Michelle Rhee. Having looked into the fine details, I believe that I underestimated the positive trend in DCPS reading scores during the 2007-2011 period.

NAEP has long dealt with a tricky issue with varying inclusion rates for special education and English language learners between jurisdictions. In 2011, the NAEP adopted inclusion rate standards for ELL and SD students, and notified readers of jurisdictions that violated those standards in an appendix.

Some states and jurisdictions had far more successful efforts to comply with these efforts than others. As you can see from the figure below, DC would have been far out of compliance with these standards (had they been in place) during the 1990s and (especially) in 2007. In 2007,

DCPS had excluded nearly three times as many students as permissible under the 2011 standards.

Figure 1: Percentage of DCPS 4th and 8th Grade Students excluded in NAEP Reading (Source: 2011 NAEP Reading Report, Appendix Table A-7)

So in 2007, DCPS officials excluded 14% of students from 4th Grade NAEP testing, and in 2011 that figure fell to 3% (the inclusion for all students standard in 2011 was 95%). In 2007, DCPS stood far out of compliance, but came well within compliance in 2011. This is all well and fine, other than the fact that it complicates our ability to assess the recent history of DC NAEP gains.

In order to get a clearer picture on this, I decided to run 4th Grade NAEP scores for students *outside* of ELL or special education programs. This should minimize the impact of inclusion policy changes. Examined in this fashion, you get the following results:

DCPS 4th Grade Reading Scores for General Education Students, 1998-2011
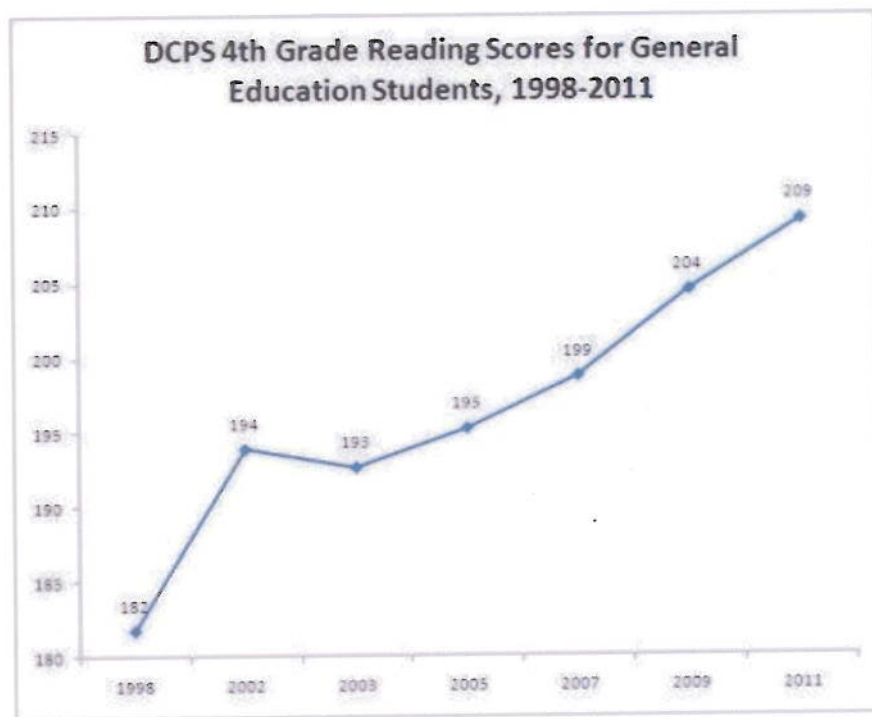
Recall that the unadjusted total scores for 4th grade reading jumped from 197 in 2007 to 202 in 2009 but dropped back a point to 201 in 2011. That is a four point gain in four years, which ranks in *meh* territory. Given Figure 1 above, I am not exactly inclined to trust those scores, and in fact out second table tells quite a different story: general education students in DC made a 10 point gain between 2007 and 2011 on 4th grade reading. Ten points approximately equals a grade level worth of progress, so it is fair to say that DCPS general education 4th graders were reading approximately as well as 2007 general education 5th graders. Ten points ranks as the largest reading gain in the nation during this period for these students. Mind you, a 209 score for non-Ell and non-special ed students is still terribly low. Only gains will get DC out of the cellar, however, and DC banked solid gains during this period.

If you combine 4th and 8th grade reading gains for general education students, and only look at Free and Reduced lunch eligible students for a bit of socio-economic apples to apples, here is what you find:

Combined NAEP Reading Gains (4th and 8th Grade) for Free and Reduced Lunch Eligible General Education Students, 2007-2011

State	Gain
Rhode Island	17
District of Columbia	17
Connecticut	17
Nevada	14
Alabama	13
North Carolina	12
Michigan	12
Georgia	11
Arizona	11
Wisconsin	10
New York	10
Massachusetts	10
Kentucky	10
New Jersey	9
Maryland	9
Indiana	9
Colorado	9
Vermont	8
Tennessee	8
South Carolina	8
Kansas	8
Florida	8
Arkansas	8
Mississippi	7
Louisiana	7
Illinois	7
Pennsylvania	6
Ohio	6
Nebraska	6
Hawaii	6
Delaware	6
Wyoming	5
New Hampshire	5
Missouri	5
Oklahoma	4
New Mexico	4
Washington	3
Texas	3
South Dakota	3
Minnesota	3
California	3
Alaska	3
Oregon	2
North Dakota	2
Virginia	1
Utah	1
Maine	1
Montana	-1
Iowa	-1
Idaho	-1
West Virginia	-2

DC students had the largest general education 4th grade reading gains in the country, and tie for first in the combined 4th and 8th grade reading gains. The District of Columbia, in short, made very substantial reading gains during the 2007-2011 period.

410

MORE ROBUST LEA AND SCHOOL LEVEL REPORTING FOR ALL SCHOOLS

OSSE will develop cross sector reports – in collaboration with PCSB, DCPS, charter LEAs, and Greatschools.net where possible that can empower all parents to make good educational decisions for their student. Below is a chart that provides examples of the types of data elements we hope to provide in the near future. It focuses on providing information related to academic achievement as it relates to proficiency, academic growth, school climate, college and career readiness, and special populations. This data will be available for all schools within the District of Columbia and can be likely be generated without any new data collections.

Student Achievement	
DC CAS Reading Proficiency	The percentage of students that scored proficient on the DC CAS
DC CAS Reading Advanced	The percentage of students that scored advanced on the DC CAS
DC CAS Math Proficiency	The percentage of students that scored proficient on the DC CAS
DC CAS Math Advanced	The percentage of students that scored advanced on the DC CAS
DC CAS Biology	The percentage of students that scored proficient and/or advanced on the biology or science DC CAS
DC CAS Composition	The percentage of students that scored proficient or advanced on the composition DC CAS
Academic Growth	
Academic Growth in Reading	The school growth results in reading
Academic Growth in Math	The school growth results in reading
School Climate	
Re-enrollment	What share of students return on an annual basis
Attendance	The average percent of enrolled students who attended school on a daily basis (ADA)
Truancy	The percent of students truant
Discipline	The percent of students suspended or expelled during the year
9th Grade Completion	The percentage of students who successfully complete 9th grade
Retention of most effective teachers	How many of the teachers that the school believes are most effective return
College and Career Readiness	
Graduation	The percent of students who graduate from high school
On –track to graduate	The percentage of students that advance to the next grade
SAT/ACT participation	The percentage of students enrolled in 11th grade or higher that have participated in the SAT or ACT
SAT or ACT achievement	The performance of students on the SAT or ACT
AP/IB/college course enrollment participation	The share of students at appropriate grades that participate in AP, IP, or college courses while in high school

AP/IB/college course success	What share of students are successfully completing AP, IB, or college courses
Developmental courses	What share of students need developmental courses after entering a two or four year college
Career preparation	What share of students complete rigorous career and technical education or programs with career certifications
College graduation	What share of students graduate from 2 and 4 year colleges
Special Populations (ELL/Special Ed)	
ACCESS Results	How are students performing on the ACCESS exam
Special education quality metrics	How does the quality of the special education programs rate on the quality and compliance metrics
School Choice	
Number of newly enrolled students this year	The number of newly enrolled students in the previous fall
Mobility	The number of students moving to new schools prior to the final grade in the school

ATTACHMENT 14

Principle 3, Appendix A: DC Teacher Value-Added Model Summary

Teacher Value-Added Model
For the 2011-12 school year, Race to the Top LEAs are participating in the teacher value-added model that DC Public Schools developed with Mathematica Policy Research and uses in their IMPACT evaluation system. Teachers in grades four-eight in English/language arts and mathematics in Race to the Top LEAs will receive value-added scores in the summer of 2012. There is a Technical Support Committee, consisting of LEA representatives, that is advising OSSE on the implementation of the teacher value-added model for the 2011-12 school year and is making recommendations to OSSE about adjustments to the model for the 2012-13 school year. The teacher value-added model calculates how a teacher's students are likely to perform, on average, on the DC CAS at the end of the year given their previous year's scores and information on students' background characteristics. Mathematica then compares that likely score with the students' actual average score. Teachers with high value-added scores are those whose students' actual performance exceeds their likely performance. For more information about the technical aspects of the model, please see the technical report located here: http://10.201.5.28/DCPS/Files/downloads/In-the-Classroom/Design%20of%20Value-Added%20Models%20for%20DCPS%202010-2011.pdf

Principle 3, Appendix B: DC School-wide Growth Model

Definitions

What is the DC school-wide growth model?

The DC school-wide growth model is used to compute each student's progress on the DC Comprehensive Assessment System (CAS) from one grade to the next compared to students with similar prior test scores. It is based on a statistical method called quantile regression and is sometimes called a "student growth percentile" (SGP) or "median growth percentile" (MGP) model.

The DC Public Charter School Board (PCSB) voted to adopt this model and a Race to the Top advisory group, including educators, district-level staff, and representatives from OSSE and PCSB also selected the same model for use across the district. A Student Growth Advisory Committee consisting of representatives from local education agencies (LEAs) and a charter advocacy group provided input on the specifics of the model design and implementation.

What is growth?

Generally speaking, *growth* refers to a change in performance on the DC CAS over time. Using a measure of growth allows schools whose students enter at different levels of performance to be compared fairly.

What is a student growth percentile?

A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores. Comparing a student's growth to the growth of similar students helps provide some understanding of his or her progress.

A SGP describes a student's growth as a number from 1 to 99, with higher numbers indicating greater growth compared to similar students. For example, a student whose SGP is 80 showed more growth than 80 percent of the students with similar prior test scores.

Students with similar *current* test scores can have very different SGPs if they have different *prior* test scores. Students who have very low current test scores can have very high growth percentiles; conversely, students who have very high current test scores can have very low growth percentiles. So, two different students with an SGP of 90 may have very different growth rates.

What are median growth percentiles?

The median growth percentile (MGP) summarizes student growth for a school. It tells us how much the students in a

Calculating Median Growth Percentiles

The DC schoolwide growth model is a statistical model that computes each student's progress on the DC CAS from one grade to the next compared to students with similar prior test scores. Individual SGP scores are then summarized for a school to create an MGP. The MGP indicates how much the students in a school are growing academically compared to similar students in other schools. The following table provides an example of how SGPs and MGPs are generated (note, however, that the DC model uses two prior test scores when available).

Computing Student Growth Percentiles

Student Year 1 Score	Student Year 2 Score	SGP
330	440	50
330	450	60
330	460	70
330	470	80
330	480	90

Finding the median of the student SGPs produces the school's MGP score—in this case, 70.

school are growing academically compared to similar students in other schools. For example, an MGP score of 75 means that, overall, the students in that school grew faster than 75 percent of similar students in other schools.

Calculations

How are student growth percentiles calculated?

SGPs are computed using a statistical model that describes the relationship between each student's current test score (the outcome variable) and one or two years of his or her prior scores (called predictors). Two years of data are used if available. For example, a student in Grade 4 will only have one prior year of scores available (for Grade 3), and students new to DC may not have two years of prior DC CAS scores.

The model does not include any student or school characteristic other than test scores and an indicator for missing test scores—this indicator ensures that students who have only one year of prior scores are not excluded from the analysis.

Data are analyzed separately for each grade and subject. For example, one model uses Grade eight mathematics scores as the outcome variable and Grades six and seven mathematics scores as predictors; another model uses grade ten reading scores as the outcome variable and Grades eigh tand seven reading scores as predictors.

How are median growth percentiles calculated?

Because averages cannot be computed using percentiles, the median is used as an aggregate measure of school growth. Medians also provide a measure that is less influenced by outliers than an average. Taking the median of all student SGPs in a school gives the median growth percentile score for the school.

Are all students included in median growth percentile calculations?

To be included in the MGP calculations, students must have at least two test scores (one outcome score, and one or two prior year scores—two if available, including scores from up to four years prior). Students without any past score, such as those in Grade three, are excluded. In addition, students who are excluded from reporting in DC's adequate yearly progress (AYP) reports are not included in MGPs. These may include, for instance, DC students who have been placed in alternative or private programs. For more information about AYP, please visit http://seo.dc.gov/service/adequate-yearly-progress.

Interpreting Results

What is a low median growth percentile score? What is a high median growth percentile score?

MGP scores indicate where a school stands in terms of student growth in relation to other schools. A MGP of 60 means that a school's students, on average, outperformed 60 percent of similar students in DC.

What if a school has a bad year because of a sudden influx of low-performing students?

A school's MGP is affected by the academic growth that its students achieve, not by students' single-year performance. Schools receive credit for all students whose academic growth is positively affected.

Using Results

How are education agencies in DC using median growth percentiles and why?

As part of its Race to the Top grant, OSSE is providing student- and school-level growth data to all LEAs. These data can be used at the LEA level to analyze school-wide performance, program performance, performance within grades, or the performance of subgroups of students. They are intended to inform instructional practices and program design. However, it is important to note that student-level SGPs should not be used on their own to make decisions about individual students.

The DC Public Charter School Board (PCSB) will incorporate the MGP data into its Performance Management Framework, which also includes data on student achievement, and indicators like attendance, re-enrollment, graduation rate, and college acceptance rate.

DC Public Schools will report MGPs on its School Scorecard. The purpose of the DCPS School Scorecard is to give parents, students, and community members a clear, objective picture of school performance. By incorporating multiple measures of school quality into one tool, the Scorecard presents a unique opportunity to compare schools' strengths and weaknesses across the District. The DC median growth percentile metric is included in the 2011–12 Scorecard for informational purposes but is not used to rate or rank individual schools.

Do all schools get a score? Why or why not?

Very small schools (those with 10 or fewer full academic year students) will not receive an MGP.

For the purposes of the PCSB Performance Management Framework, charter schools without two tested grades with DC CAS results will not receive an MGP. This includes early childhood programs, adult education GED programs, schools that administer the DC CAS Alternative Assessment, and new schools.

DCPS will display median growth percentiles for elementary and high schools on the School Scorecard, but the metric will not appear for alternative high schools, special education centers, placement programs (such as Youth Services Center), or STAY schools with evening programs.

Can I directly compare median growth percentile scores across schools?

Yes, the metric is comparable across schools.

Can scores be disaggregated by grade, subject, and/or subgroup of students?

Each LEA will receive MGPs for each of its schools as well as the individual SGPs for the students in its schools. These SGPs can be aggregated in different ways to report on the median growth for

relevant subgroups if desired. For example, a LEA could choose to examine academic growth of boys compared to girls.

Are median growth percentiles used to determine adequate yearly progress? What is the relationship between median growth percentile and school proficiency?

No, MGPs are not used to determine adequate yearly progress (AYP). AYP and school proficiency are different measures than the school-wide growth MGP measure. The MGP measures the *growth* of students in each school. AYP and proficiency pertain to the *level* at which students achieve.

How can I help raise my school's median growth percentile score?

Educators can contribute by helping all students improve on the DC CAS, whether they are low- or high-achieving students. When student growth from year to year in a school improves more quickly than in other schools, that school's MGP goes up.

When will scores be made public and how?

School-level MGPs will be made available to the public through the OSSE, PCSB, and DCPS websites in the coming months.

Where can I get more information?

Please visit:

OSSE website: http://osse.dc.gov/

PCSB website: http://www.dcpubliccharter.com/

DCPS website: http://profiles.dcps.dc.gov/